DOCUMENT RESUME

ED 303 495 TM 012 719

AUTHOR White, William F.; Cass, Mike
TITLE Motivation of Middle School Students.
PUB DATE Nov 88
NOTE 4p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Louisville, KY, November 9-11, 1988).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Academic Achievement; Classroom Environment; Factor Analysis; *Factor Structure; *Family Environment; Grade 6; Grade 7; Grade 8; Intermediate Grades; Junior High Schools; *Middle Schools; Minority Groups; Rating Scales; *Student Motivation; Teacher Effectiveness; Test Validity
IDENTIFIERS *My Education Scale

ABSTRACT

The factor structure of responses from 2,833 sixth, seventh, and eighth graders responding to a modified form of the My Education Scale (ME Scale) was examined. The scale measures factors related to school achievement. Students (52% from minority groups) in five middle schools completed the ME inventory. Responses were submitted to a principal components factor analysis. Three factors emerged from the rotation of the factor matrix. The first was identified as "my teacher"; the second was labeled "my self image"; and the third was labeled "classroom dynamics." The home environment factor, which on the basis of previous research was expected to contribute the highest amount of the cumulative proportion of variance, did not appear; this finding suggests that the ME Scale is limited in its use with middle school students. (SLD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED303495

Motivation of

Middle School Students

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Mike Cass

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

William F. White
Lamar University
Beaumont, TX

and

Mike Cass
Morehead State University
Morehead, KY

Paper presented at the Annual Meeting of the Mid-South Educational Research Association, Louisville, Kentucky, November, 1988.

TM012719

Motivation of Middle School Students

William F. White, Lamar University
and
Michael Cass, Morehead State University

In this era of the education reform movement, state education agencies and school districts consistently promulgate that school effectiveness is determined primarily by students' achievement test scores. Home environment has been examined as a significant predictor of student achievement and school effectiveness (Bloom, 1984; Kalinowski, and Shoane, 1981; Uguroglu and Walberg, 1986; White, Karlin & Burke, 1986; White, Cass, Burke, and Karlin, 1987). Bloom (1984) reported correlations above 70 between the index of home environment and student achievement. Work habits in the family, order, harmony, regularity, as well as language use and development provided the model for achievement in school. Uguroglu and Walberg (1986) identified nine factors from responses of 970 students in grades 5-8 on a 55 item questionnaire called My Education (ME). The most stable index among the nine throughout the school year was to perception of home environment.

White, Cass, Burke and Karlin (1987) asked 900 male and female students in two middle schools (grades 6, 7 and 8) in Southeast Texas to respond to a 55 item inventory (ME Scale). Students' responses were correlated .20 with students' achievement test scores.

The present study examined the factor structure of responses of 2833 sixth, seventh and eighth grade students responding to a modified form of the ME Scale (Uguroglu and Walberg, 1986).

Method

Students in five middle schools ranging in ages from 10 to 13 years, ($\bar{x}$=11.8) responded to the modified ME Scale, about 52% of the student population of these schools represented minority groups. Students completed a 50 item questionnaire with four possible responses to each item from Strongly Agree to Strongly Disagree. A split half reliability coefficient of .85 was computed. No validity type study was conducted.

Results

Responses by the 2833 students were submitted to a principal components factor analysis. Three factors emerged from the rotation of the factor matrix. None of the three rotated factors could be identified as the "home environment index." The total cumulative proportion of the variance of the three factors was 20%. The first factor contained 12% of the variance and was identified by 22 items as "My teacher." The second factor added

only 4% to the variance and was labeled "my self image," while the third factor accounted for another 4% of variance and was labeled "classroom dynamics."

The key concern in the factor analysis was to identify clearly a home environment factor and to observe its relationship to the reading achievement test scores of students in the middle schools. The home environment scale was not identified among the factors in this analysis. In the attempt to establish a hierarchy of motives in the population of sixth, seventh, and eighth grade students, it was hypothesized that the home environment index would emerge as the primary factor contributing the highest amount of cumulative proportion of variance. Since the home environment factor never appeared in the factor analysis of the responses of the middle school students the major conclusion from these findings is that -- the modified ME Scale is extremely limited in use with middle school students. Perception of home environment is very elusive as a construct with research support.

References

Bloom, B. (1984). The 2 sigma problem: the search form methods of group instruction as effective one to one tutoring. Educational Researcher, 13 (6). 4-16.

Kalinowski, A., and Sloane, K. (1981). The home environment and school achievement. Studies in Educational Evaluation, 7, 85-96.

Ugurglu, M. E., and Walberg, H. J. (1986). Achievement and motivation. Journal of Research and Development in Education, 18, 179-285.

White, W. F., Karlin A. and Burke, C. (1986). Perception of home environment and school abilities as predictors of reading power and school achievement. Perceptual and Motor Skills, 62, 819-822.

White, W. F., Cass, M., Burke, C. and Karlin, A. (1987). Percepts of home and school as motivators of abilities and skills in reading. American Middle School Education, 10 (4), 14-18.